



Chapter 4

Orientation, Training, and Staff Development

*“The time has come, the walrus
said, “to talk of many things.”*

L. Carroll, Through the Looking Glass



ORIENTATION

At this point, you are ready to begin planning the orientation schedule for your new staff member. During your initial interview, the applicant learned a good deal about you, the program, the purpose of the center, the job description, and the compensation and benefits for the position. The orientation schedule will build on that beginning.

This section contains a number of tools to help you plan your new staff's first few days. You will find a model checklist for orientation; several days of orientation schedules; and structured observation forms for the new employee to complete during his/her visits in other teachers' classrooms. You will also find a **Teacher's Checklist** to help the new teacher identify problems as he/she begins in his/her own classroom. Also included in this section are a few aids to help you teach new staff how to write activity plans. We begin with a small section on training in general, current training as required by **Standards**, and ways to maintain training records.

The orientation scheme that follows is only one of many options. It does provide a framework for adapting your own needs and resources to its recommendations. The amount of information that your new staff member must absorb is challenging. There must be continuing opportunities for learning about child growth and development, age characteristics, language skills, interaction patterns, and so on. The director must make the decisions about resources, funding, evaluation, and content of the orientation process. The planning that goes into orientation will pay off in quality and retention of the teacher you have hired.

TRAINING OPTIONS

What are the variables?

1. How often do you hire new staff? How high is your turnover?
2. Do you have an assistant or associate director who can help with some of the orientation tasks?
3. Can you afford to hire a substitute while the new person is going through orientation if she is filling a vacant position that is necessary to meet required ratios?
4. What aspects of your own program require additional orientation?
5. Do you have facilities and equipment for showing power point presentations, video tapes, etc.?
6. Do you have space away from the children in which to conduct orientation sessions?
7. Are local community resources available for training in basic child development or early childhood education?
8. Is it possible to collaborate with other centers in your area on orientation tasks?



GLOSSARY OF EMPLOYMENT TERMS AND PERSONNEL POLICIES

There are certain laws and regulations that apply to all centers. There are some laws that apply only when a certain number of employees are affected. And there are laws which may apply only locally. (*The forms for items marked can be found at the end of this chapter.)

The following terms are defined to give you a general idea of those regulations.

Employment Eligibility Verification:*

Employers must verify the citizenship status of their employees. Employees must show proof of United States citizenship or permanent or temporary employment eligibility (Form I-9 of the Immigration and Naturalization Service).

Equal Employment Opportunity Act:

Discrimination in hiring because of sex, race, color, religion, or national origin is prohibited. (Some exceptions applying only to religious organizations have been made by a recent Supreme Court ruling.) The number of employees must be fifteen or more for this law to be invoked.

Equal Pay Act:

All employers must obey the Fair Labor Act and must pay women and men equal pay for equal work.

Federal and State Withholding Tax Laws:

The Internal Revenue Service and the Virginia Department of Taxation require withholding of taxes from salaried employees in certain kinds of centers. Withholding forms will be a part of each staff member's record.

Minimum Wage:

Set in 1997 at \$5.15 per hour with mandatory compensation of time and a half for hours worked over forty hours per week. (The Fair Labor Standards Acts established this wage provision as well as equal pay, overtime pay, child labor standards, and record keeping requirements.)

The Probationary Period

The probationary or “try-out” period is usually from thirty to ninety days, and is a contract statement. For new employees and for the center, it provides a time of trial. Do the characteristics, attitudes, and habits of the new staff member fit in with the demands of the position? Do the center’s demands and expectations fit in with the staff member’s concept of working with children? Are the physical and emotional aspects of working with children satisfying and fulfilling? The probationary period allows both the center and the employee to terminate the agreement without any bad effect on the employment record.

Following the probationary period, the contract is in effect and will continue for the period stated in the contract or in the letter from the center confirming the employment.



TIME REQUIREMENTS OF ORIENTATION AND TRAINING

The **Licensing Standards** *REQUIRE* that:

- A. **By the end of the first day of *assuming job responsibilities*, all staff shall receive the following *training*:**
1. job responsibilities and information regarding to whom they report
 2. the policies and procedures listed in the **Standards** that relate to the staff member's responsibilities
 3. the center's playground safety procedures and plan (unless the staff member will have no responsibility for playground activities or equipment)
 4. recognizing child abuse and neglect and the legal requirements for reporting suspected child abuse as required by § 63.2-1509 of the Code of Virginia.
 5. confidential treatment of personal information about children in care and their families
 6. the Licensing Standards that relate to the staff member's responsibilities
- B. **By the end of the first day of *supervising children*, staff should be provided in writing the following:**
1. the center's philosophy and any religious affiliation
 2. operating information, including the hours and days of operation and holidays or other times closed, and the phone number where a message can be given to staff
 3. transportation safety policies
 4. policies for the arrival and departure of children, including procedures for verifying that only persons authorized by the parent are allowed to pick up the child, picking up children after closing, when a child is not picked up for emergency situations including but not limited to inclement weather or natural disasters
 5. policy regarding any medication or medical procedures
 6. policy regarding application of: sunscreen, diaper ointment or cream, insect repellent
 7. description of established lines of authority for staff

8. policy for paid staff to report suspected child abuse and neglect as required by § 63.2-1509 of the Code of Virginia;
9. policy for admitting custodial parents to the center as required by §63.2-1813 of the Code of Virginia
10. policy for communicating an emergency situation to parents
11. the appropriate general daily schedule for the age of the enrolling child
12. food policies
13. discipline policies including acceptable and unacceptable discipline measures
14. termination policies
15. procedures for supervising a child who may arrive after any scheduled classes or activities including field trips
16. procedures to confirm absence of a child from the center when the child attends more than one care or educational arrangement a day
17. procedures for identifying where attending children are at all times including field trips
18. procedures for action in case of lost or missing children, ill or injured children, medical emergencies, and general emergencies
19. procedures for response to natural and man made disasters
20. procedures for storing and giving children's medications
21. procedures for action in case of lost or missing children, ill or injured children, medical emergencies and general emergencies

In addition to the above requirements, staff working with children in therapeutic or special needs child day programs must receive the following training before assuming job responsibilities:

- a. universal precautions procedures
- b. activity adaptations
- c. medication administration
- d. disabilities precautions and health issues
- e. appropriate intervention strategies

C. During the first year and on an annual basis

Each staff person working directly with children must attend annually 12 hours of staff development activities that shall be related to child safety and development and the function of the center. Such training hours shall increase according to the following timeline:

June 1, 2007 – 14 hours

June 1, 2008 – 16 hours

Staff development activities may include up to two hours of training in first aid or cardiopulmonary resuscitation.

Required training in rescue breathing, first responder, medication administration and daily health observation of children does not satisfy annual training hours.

This training is in addition to required first aid and cardiopulmonary resuscitation (CPR) training.

Staff working in therapeutic child day programs shall attend twenty-four hours of staff development activities. A minimum of eight hours must be related to care of children with disabilities.

D. In addition

One staff person who has been trained in daily health observation,

One staff person, who has been trained in first aid, cardiopulmonary resuscitation (CPR) and rescue breathing as appropriate to the age of the children in care, is required to be on the premises during the center's hours of operation.

One person on field trips and whenever children are in care must have first aid and CPR training.

CHECKLIST FOR ORIENTATION OF NEW STAFF

Name of Staff Member _____

Task	Name of Person Giving Orientation Signature	Title	Date
	Print		
Philosophy			
Goals			
Tour of Center			
Meeting the Staff			
Introduced to Parents			
a. Newsletter			
b. In person			
Confidentiality form signed			
Job Description			
Emergency Training			
Fire			
Accident			
Medications			
Child Abuse/Neglect			
Staff Handbook Reviewed			
Daily Schedule Reviewed			

Task	Name of Person Giving Orientation Signature	Title	Date
	Print		
Policies			
Health Checks			
Infection Prevention			
Hand Washing			
Daily Routines			
Behavior Management			
Other			
Licensing Standards (job related)			
Procedures			
Late arrival of a child			
Confirmation of child absence			
Identification of location of child			
Lost or missing child			
Medication administration			
Response to disasters			
Playground safety			
Ill or injured children			
Medical and general emergencies			

STAFF ORIENTATION TRAINING

Staff shall receive the following training by the end of their first day of assuming job responsibilities:

Job responsibilities and to whom they report	
The center’s playground safety procedures unless the staff member will have no responsibility for playground activities or equipment	
Confidential treatment of personal information about children in care and their families	
The licensing standards which relate to the staff member’s responsibilities	
All information to follow in writing by the end of the first day of supervising children	
Procedures for supervising a child who may arrive after scheduled classes or activities including field trips have begun	
Procedures to confirm absence of a child when the child is scheduled to arrive from another program or from an agency responsible for transporting the child to the center	
Procedures for identifying where attending children are at all times, including procedures to ensure that all children are accounted for before leaving a field trip site and upon return to the center	
Recognizing child abuse and neglect and the legal requirements for reporting suspected child abuse	
Procedures for action in case of lost or missing children, ill or injured children, medical emergencies and general emergencies	
Policy for any administration of medication	
Procedures for response to natural and man-made disasters	
The center’s philosophy and any religious affiliation	
Operating information, including the hours and days of operation and holidays or other times closed; and the phone number where a message can be given to staff	
Transportation safety policies and those for the arrival and departure of children Such policies shall include procedures for picking up children after closing, for when a child is not picked up for release of children only to those who have been authorized in writing, and street safety	

STAFF ORIENTATION TRAINING

The center’s policy regarding any medication or medical procedures that will be administered	
Description of established lines of authority for staff	
Policy for paid staff to report suspected child abuse as required by Code of Virginia	
Policy for communicating an emergency situation to parents	
The appropriate general daily schedule for the age of the enrolling child	
Food policies	
Discipline and guidance polices including acceptable and unacceptable discipline measures	
Termination policies	

I have received training in my job responsibilities and I have been provided a copy of the policies and procedures for _____.
CENTER NAME

Employee’s Signature: _____

Employee’s Date of Hire: _____ Date of Orientation: _____

Trainer’s Signature: _____



THE TOUR

“Where will I work? Who are my co-workers? Where are the materials?”

The nature of THE TOUR will be dependent upon your own belief about introducing the new employee to the job. Did you tour the center briefly during the interview? Do you include a period of time interacting with children as part of the interviewing process?

- ♠ Remember that once the new staff member is in the classroom there is decreased opportunity to learn about the other parts of the center.
- ♠ Remember that a visit to other classrooms gives the new staff member insight into classroom procedures, management, visual ideas.
- ♠ Remember your own “go-see” trips. Observation is a great teacher.
- ♠ The experienced caregiver in the classroom of the new staff members may not remember how many questions she had when she first came to the center. You, the director, need to give many opportunities for the new staff member to ask questions. Because many persons feel that asking questions is frowned-upon, you may need to encourage the new staff member to ask when needed. She may feel more comfortable asking the lead teacher. Encourage that, too.
- ♠ Taking the new employee around the center may help you to see things with a fresh eye. You may find maintenance things that need to be done that you had not seen.
- ♠ A tour of the playground gives you the opportunity to reinforce the expectation of adult involvement with the children when they are outside. It also gives you the opportunity to inform new staff members about safety during outdoor play.
- ♠ Remember that introducing auxiliary staff members to new employees enhances staff loyalty and identification with the center.
- ♠ If you combine the tour with showing the new staff member the exit routes in case of fire or other emergencies, you will have accomplished one of the required orientation-of-new-staff tasks.
- ♠ The tour should include storage areas, showing the new employee closets, resource files, book and activities storage, file drawers for record forms, and where keys are kept.
- ♠ You will also want to show the new member of your staff the facilities for adult use; where coats and bags are kept, where the staff lounge is, where professional materials are kept, where the drinks are, what the policy is about telephone use, etc. Remind the new staff that handbags and coat pockets often contain things that must be in secure storage in a center, e.g., medications, cosmetics, nail files, etc.

The tour is a great device. It allows for a large amount of learning—and the dictum that “one picture is worth a thousand words” is true. The pitfall is that the picture may not include the behavior or the information that needs to be transferred. So you must follow the tour with the written information either in the staff handbook or additional written handouts.

(Using the daily schedule as a guide in orienting the new staff member to the center allows you to introduce the routine of the day as well as the locations of activities.)

Timetable for Training Program

The new staff member will not become a highly skilled and effective teacher in the time that is allotted for orientation in the schedule. She will become acquainted with the tasks. The observation exercises will focus her attention on various aspects of the classroom and on the interaction between the child and the teacher. These orientation and training exercises ideally occur prior to assuming regular classroom responsibilities. In the event that time does not allow for separate orientation, appropriate adjustments to this schedule should be made so that all necessary orientation is accomplished without disrupting the classroom.

Interview

- short tour
- program
- philosophy
- job description
- compensation and benefits
- see personnel policies section for description of forms and information required to be in staff member’s personnel file.

Before starting in the classroom

- Give Staff Handbook to new staff member to use as a reference throughout the orientation.

Remember that the amount of information a new staff member needs to absorb can be overwhelming. Break the learning into small segments, check for understanding, plan to repeat the materials one or more times in the first month to assure retention. Observe the new staff to assure that the material is being put into daily practice properly.

New Employee Advisor/Mentor Program

A well planned active new employee advisor/mentor program will help new employees settle into their job and the organization and it will contribute to reducing the staff turnover rate.

The advisor/mentor should be assigned to new hires prepared to help them transition into your program from the first date of hire.

Select an advisor/mentor that has:

- High quality job performance
- Patient temperament
- Positive on-the-job attitude
- Good organizational and time-management skills

Role of the advisor/mentor:

- Provide information about company policy
- Introduce new employee around the organization
- Teach specific job duties
- Coach new employee as he or she begins to work independently
- Provide input on job performance evaluation

On-The-Job Training

“The Advisory Model” for on-the-job training has received a great deal of attention in recent years. This system proposes that the mentor, advisor, or supervisor offers advice to the trainee, teacher, and new staff member in response to a request for help. It provides help in terms of the trainee’s own jobs and objectives. It provides the help on the site, at the workplace rather than in workshops or seminars or courses. The goal is for the teacher, the assistant, or the aide to gain independence and to be an initiator of self-learning. Some aspects of this model are present in almost all supervisor/learner interactions. The inexperienced, new staff person, however, may not be able to identify the areas in which she requires assistance. She may not be able to identify the specific problem that needs solving. The **Teacher Problem Checklist** lists 48 common problems in child/day care. The list can be used in individual conferences as well as in establishing group problems or training needs.

In the early part of on-the-job training, you, as the director or the supervisor of new or inexperienced staff, may find a checklist such as the following to be helpful. Asking the beginning teacher to check this list may help that teacher to identify where she needs help. It should also direct the teacher/supervisor conference to make your time together efficient and directed to the problems which your new staff person is finding most troubling

TRAINING AND ORIENTATION TIMETABLE

Day 1	Complete required personnel forms.
7:30 - 8:00	Tour and introductions: <ul style="list-style-type: none"> a) during free play or non-disruptive times during the day b) point out fire escape routes, fire drill procedures, location and operation of fire extinguishers (schedule fire drill during first week), location of emergency phone numbers, procedure for emergencies c) visit all rooms d) playground
9:00	Observation period in classroom of teacher who is good model (not necessarily in classroom where new staff member will work but if possible, with same or closely related age group).
11:30	Lunch - teacher eats in classroom; introduce her to the children. observe lunch and naptime procedures.
12:30	Break - (time depends on center-established policy).
1:30	Director - 30 minutes - questions and answers. Discussion about confidentiality and sign form.
2:00 - 4:00	New teacher goes through records of children in her class. Become familiar with background information.
4:00	Return to classroom; meet parents as they arrive to pick up children. The director should take time to introduce the new staff member to parents at this time. This indicates support and the value and respect given new teachers by the director.

Day 2 Daily Schedule

7:30	<ol style="list-style-type: none"> 1. Observe health check and arrival procedures. (1 hour) 2. Review daily schedule with teacher (in room with children during the activity period). 3. Observe in classroom. (2 hours) 4. Spend time with director - go over emergency procedures: (1 hour) <ul style="list-style-type: none"> a. illness b. injury c. medication procedures (Read over <u>Health Department Emergency Procedures</u>)
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12:00 - 1:00 Lunch Break

1:00 Time with teacher to learn about record keeping required in the classroom. Records kept would depend upon the age group with which the staff member is working.

Common to all programs are:

- ♠ sign in/sign out procedures
- ♠ incident/injury report

Specific to infant/toddler classrooms are:

- ♠ daily report (bottles, naps, bowel movements, food, special incidents)

Other forms the teacher might like to show the new staff member:

- ♠ weekly planning forms
- ♠ supply order forms

2:00 Meet with Director again.

Questions and answers.

Child abuse and neglect:

Procedure for recording, identifying.

Read child abuse information in staff handbook.

Show her a filmstrip or video on abuse identification.

3:00 Read guidance and discipline policies.

Read medical effects of physical punishment in staff handbook.

3:30 - 4:30 Classroom work and observation.

4:30 Home

Day 3

7:30 - 9:00 Observe and participate in preparation for the day.
Observe morning health check, greet children.

9:00 Training in handwashing and infection control procedures with director.

10:00 Observation period (#2) of activities.
Use planning form to describe lead-teacher activities with children.

11:30 Participate in routines in preparation for lunch.

11:45 Lunch and interaction with children.
Participate in preparation for nap.

12:45 Break

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- 1:15 Questions, discussion with director.
Review licensing standards relevant to job responsibilities with director (See suggested outline of Standards):
- a. emergencies
 - b. daily schedule
 - c. nutrition
- 2:00 Read parent handbook.
Read policies concerning daily routines from staff handbook.
- 2:30 Participate in waking up routines, handwashing, snack.
Also, the new staff person should know the name of the person on duty who is trained in emergency procedures.(Why not use a “tag” system in which each trained person has a tag with her name and location in the building? When she is on duty, she hangs her tag on a hook designated for that purpose by the emergency telephone.)
- 3:15 Participate in activities outdoors.
- 4:15 Return to classroom, assist with personal care routines.
- 4:30 Home
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Day 4

- 7:30 Participate in daily preparation and observe health check, assist with handwashing.
Greet children and parents.
Work with children under the supervision of lead teacher.
Cleanup-time
- 9:00 Observe and assist in large group time.
- 9:30 Assist with personal care routines, toileting, handwashing.
- 9:45 Snack time – interaction with children.
- 10:00 Playground activities.
Supervise climbing, sliding, swinging, sand play, tricycles, etc.
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10:45	Break (15 minutes)
11:00	Assist with personal care routines. Small group activities such as reading, manipulatives, games (lotto, etc.), listening center, and cleanup time.
11:30	Preparation for lunch. Handwashing, cots set up.
11:45	Lunch with children. "Table talk." New staff member is in charge of a group of children. Help prepare children for nap (toothbrushing, toileting, handwashing).
12:45	Break (30 minutes)
1:15	Return from break, supervise children during nap time while teacher takes break.
2:30	Participate in waking up routines, personal care routines, toileting, hand washing.
3:00	Outside activities - supervise activities on playground.
3:45	Break
4:00	Return to room, assist with personal care routines, toileting, washing hands and face.
4:15	Read story to children.
4:30	Home

Day 5 Schedule the same as that for Day 4 except: During nap time, time allotted with teacher to go over some planning, procedures and ideas. Also, some time allotted during the day to meet with the director to ask questions, discuss perceptions, activities, and problems or concerns of the past week.

OBSERVATION #1 FOR NEW STAFF MEMBER

Name of staff member _____ Date _____

Center _____ Teacher _____

Number of adults in classroom _____ Number of children in classroom _____

Approximate age of children _____ Time of observation _____

List 5 (or more) things you see children play with:

Close your eyes for two minutes. What sounds do you hear most often?

List activities started by children: (at least 5)

List activities started by adults: (at least 5)

What did you like best in this classroom?

What did you see that you didn't expect to see?

Do the children seem

- trusting, warm with adults?
- happy?
- destructive, out of control?
- busy with activities and play?
- irritable, unhappy?
- able to follow routine?

What is the mealtime atmosphere? (If observed)

How do teachers use "waiting time" in between activities (e.g., waiting for lunch, for bus, etc.)?

What does the teacher do with: (none of these situations may arise during your observation time)

- a) A crying/upset child? _____
- b) A hostile/angry child? _____
- c) A fearful/withdrawn child? _____
- d) An injured child? _____
- e) A noisy child? _____
- f) Other? _____

Do you have any additional questions or comments?

Guidelines for Written Activity Plans

Name of Activity: Be specific. Examples: Tie Dying, Making Farmer's Cheese, Sink and Float, etc.

Age of Children: The range of ages in your classroom should be listed here by months.

Number of Children in the Activity Group: List number of children participating at one time.

Space Needed: Location and setup have much to do with an activity's success. The following questions can help decide the best location:

What amount of space will children need?

What room or outdoor features; e.g., windows, water, flat floor, stage or drying areas, rug, lighting, grass, shade, are necessary?

Will electrical outlets be necessary?

Will noise or traffic from adjacent areas cause interference?

Will one adult be able to supervise the location?

Time needed: Indicate large block of time available; for example, one hour during free play, and approximate time if rotating small groups.

Materials: Identify all materials, supplies, and/or tools. Include any visual aids and equipment for teacher as well as those materials used by the children. Indicate exact amounts of items.

Safety Considerations: List any safety considerations such as hot irons, sharp tools, etc.

Clean-up Required: Can the children participate in the clean-up as part of the activity?

Thinking About It Ahead of Time: Write briefly in a step-by-step fashion. This section should outline sequential happenings. Mentally visualize each step, its particular needs and actions, and write them out. List tasks which must be completed prior to actual activity. Examples of this would be moving furniture, mixing paint, making a recipe chart, etc. Preparation includes attention to features which minimize child waiting and decrease the need for help from the teacher.

Skills: To determine whether or not an activity is age appropriate, identify what the children can do independently and when they will need to have help. For example, water play with a variety of cups and funnels and things that float will engage children for a much longer time than pasting cut-out forms of an orange pumpkin on a piece of black construction paper. Both activities require teacher preparation time. The learning experiences of the waterplay are more enhanced. The time that a child will stay happily engaged is much greater for the water play.

Goals: What will the children get out of it? When we plan an activity, we relate it to our goals for individual children or for the group as a whole. We want it to be enjoyable and fun. We may be seeking to develop better self-esteem, or to practice eye-hand coordination, or to improve a child's enjoyment of large motor activity. Looking at "procedures" and "what the child will be able to do" determine the goals that are being served. We answer the question, "Why are we planning this?" And although we have been taught to put goals and objectives first, sometimes the reverse process works better with new staff members.

OBSERVATION #2 **ACTIVITY FORM**

NAME OF ACTIVITY:

AGE OF CHILDREN:

NUMBER OF CHILDREN IN THE ACTIVITY GROUP: (How many children can participate at one time and be supervised successfully in this activity?)

SPACE NEEDED:

TIME NEEDED:

MATERIALS: What materials?How much of each thing?

SAFETY CONSIDERATIONS:

CLEAN-UP REQUIRED:

THINKING ABOUT IT AHEAD OF TIME: (How to do it?Write out the step-by-step procedure you will follow.Use back of form for more space.)

SKILLS:

a. What can the children do for themselves?

b. What will you have to help with?

GOALS: (What will the children get out of it?)

OBSERVATION #3

Equipment As It Relates To Program

DIRECTIONS: Use the following Equipment/Program checklist as an observation tool for the orientation of new staff members. Choose an "Equipment" area of the classroom, then watch closely for a day as children play in that area to see which "Program Objectives" are carried out.

Equipment/Materials

Program Objectives

Housekeeping

- _____ Family life concepts and roles
- _____ Acting out uncertainties and problems
- _____ Reinforcing family roles
- _____ Acting out feelings about the world
- _____ "Give and take"
- _____ Problem Solving
- _____ Socialization

Blocks

- _____ Balance and symmetry
- _____ Concept of whole, half, quarter, etc.
- _____ Concept of shapes
- _____ Imagination
- _____ Relate experiences to own life
- _____ Cooperative ideas
- _____ Working together with others, give and take of ideas and division of labor
- _____ Proper use of equipment (no throwing!)
- _____ Problem Solving

Books

- _____ Love of books—reading is fun
- _____ Develop listening skills (important for learning to read later on)
- _____ Concept of "words on page make story"
- _____ Follow idea to conclusion
- _____ Concept of thinking in sequence (if this happens, what happens next)
- _____ Orderly thinking (why be a "fuzzy" thinker or think in "circles")
- _____ Information—widen horizons, develop new interests
- _____ Find answers to questions (research—children love to use the word, too) (What makes it rain? Let's look it up in the book and find out.)
- _____ Dramatics (children love to act out stories and "pretend")
- _____ Poetry—sounds of rhyming words, rhythm, beat

Picture books and pictures

- _____ Relate one thing to another (Who is this? What is that? What is he doing? Why do you think he's doing that? What do you think he'll do next? What is different here? What is the same? What color is the ball? How many cats are in the picture?)
- _____ Learn to take turns in group
- _____ Teach child to see, think, question

Equipment/Materials**Program Objectives****Puppets**

- _____ Imagination
- _____ Language development
- _____ Prop to develop self-confidence in expressing himself before group
- _____ Word games (great way to help with speech problems—focus is on puppet, not child)
- _____ Orderly thinking
- _____ Storytelling
- _____ Self-expression (acting out what is important to child without having to “take the rap” for what he feels)
- _____ Creative arts and crafts (cutting, pasting, painting, etc., manipulating media)

**Art
Painting**

- _____ Sheer joy and satisfaction of “doing”
- _____ Experiment with media
- _____ Manipulation of large brush (helps later in learning to manipulate pencil in writing)
- _____ Scribble (first real important step)
- _____ Fill page with color
- _____ Mix one color with another (changes color—new concept—science concept—help the children to explore it)
- _____ Express feelings
- _____ Express concept of life (what’s important to child)

Modeling Compounds

- _____ Great as tension reliever (pound, push, pull, poke, etc.)
- _____ Self-expression
- _____ Self-satisfaction (“Look what I made”)
- _____ Science concepts (dries, becomes hard)
- _____ Texture

Collage

- _____ Cutting, pasting, manipulation
- _____ Muscle dexterity (small muscles)
- _____ Space and balance concepts; Color, texture, shapes
- _____ Satisfaction
- _____ Self-esteem (“I made it”)

Music and Rhythms

- _____ Fun, enjoyment
- _____ Love of music
- _____ “Listening skills”
- _____ Expression of feelings
- _____ Sense of rhythm
- _____ “Group membership”
- _____ Cooperation with peers
- _____ Interpretation of ideas (free movement)
- _____ New words
- _____ New ideas
- _____ “Ear for sounds” (pitch, tone, etc.)
- _____ Good speech therapy

Equipment/Materials**Program Objectives****Manipulative Toys**

- Problem Solving
- Muscle dexterity (ability to work with hands)
- Imagination
- Self-expression (some types)
- Relationships of size, color, shapes
- Relationships of parts of whole

Science

- Explore the world around him/her
- Understanding his/her world
- Develops curiosity
- Inquisitive mind (What is it? How is it made? What does it do? How does work? What happens? Why? How? Is it alive? Was it ever alive? Does it grow?)
- Exploring to seek answers
- Information
- Questions (Does it have to be this way?)

Open Low Storage Shelves

- Independence
- Choice of activity (decision making)
- Respect for property (free to use equipment; must put it away properly when finished)
- Responsibility (you used it, enjoyed it, and must put it away when finished)
- Taking turns (when he's finished with the toy, I may take it)

Outdoor Equipment

- Large muscle development
- Exuberance-zestful living
- Emotional release
- Imagination
- Physical tension release (letting off steam)
- Dramatics
- Socialization
- Cooperation
- Development of body skills
- Self-confidence

Adapted and reprinted with permission from Your Day Care Staff: Helping Them Grow and Develop – An Orientation Manual, published by the Frank Porter Graham Child Development Center, the University of North Carolina at Chapel Hill.

Group _____

Lesson Plans

Date:

Elements for Effective Lesson Planning _____

- 1) Young children learn BEST BY DOING; plan for multisensory activities...
- 2) Be REMINDED that the PRESCHOOL DAY should include PERIODS of independent play, child-directed activities as well as teacher-directed group activity, and teacher/child and small group activity...
- 3) Integrate the curriculum with Art, Music, Movement, Cooking, Drama and Literature...

Prior Planning Prevents Problems

Periods of the Day shall include: Arrival, Circle Time/Activity Time, Free Play Time, Clean Up Time, Music Time, Bathroom Time, (Wash Those Hands!), Snack Time (an important social time - teachers sit with children), P.E. (Outdoor Time/in the event of bad weather - in the Fellowship Hall), Story Time, Dismissal.

Arrival

WELCOME EACH CHILD

Dismissal

Say "Good-bye!" to each child.

Adapted from the Bon View School for E.C.E., Richmond, VA

CHECKLIST FOR EVALUATING DAILY PLANS

The following *Checklist for Evaluating Daily Plans* and the *Activity Area Checklist* look at your daily schedule and the environment in your classroom. The checklist reminds you of the richness of experience and the value of appropriate planning in a developmental preschool. Social, physical, cognitive, and emotional development are all being served by a quality, well planned early childhood setting.

- ___ 1. Were a variety of activities available?
- ___ 2. Were the activities planned in terms of:
 - ___ a. Weather?
 - ___ b. Space?
 - ___ c. Children's level of development and interest?
 - ___ d. Number of adults per group?
- ___ 3. Was there balance in:
 - ___ a. Outdoor and indoor activities?
 - ___ b. Quiet and energetic activities?
 - ___ c. New and familiar activities and materials?
 - ___ d. Large group, small group, and individual work-play?
- ___ 4. Were the periods kept short where children were expected to sit in one place?
- ___ 5. Did the children have freedom to create and explore? How did they use this time?
- ___ 6. Were the activities planned in terms of the goals and objectives for the children or were they a form of busy work? Were the specific objectives accomplished?
- ___ 7. Was enough time provided for necessary routines so that no children felt pushed or hurried?
- ___ 8. Were plans made for children with special needs?
- ___ 9. Did the schedule contain large blocks of time which could be used flexibly?
- ___ 10. Did the children move from activity to activity smoothly, without tension?
- ___ 11. Was nap time no scheduled for no more than two hours?
- ___ 12. Were meals and snacks served at least 1¹/₂ hour and not more than 3 hours apart?

Name: _____

Date: _____

ACTIVITY AREA CHECKLIST

The Physical Environment of the Classroom

Name: _____ Date: _____

DIRECTIONS: Place a checkmark in the space before each item observed in the classroom.

1. Provide classroom areas for:
 - Block building
 - Books
 - Dramatic play
 - Large motor activities
 - Manipulative activities
 - Art
 - Music
 - Science/Math
 - Sand/Water Play
 - Woodworking
 - Cooking
 - Child's Private Area

2. Organize block building area to contain:
 - Blocks in order on shelves
 - Enough blocks for several children to build large buildings
 - Room for children to build undisturbed
 - Large and small figures and trucks

3. Organize book area to contain:
 - Books appropriate for preschoolers
 - Multi-ethnic books
 - Books arranged at children's level
 - Books in good condition
 - Books arranged attractively
 - A comfortable place to enjoy books
 - A location away from noisy activities

4. Organize dramatic play area to contain:
 - Appropriate equipment, furniture, and accessories
 - A full-length mirror
 - Men's and women's dress-up clothes
 - Clothes out where children can see them
 - Materials neatly arranged for easy selection and return
 - Dolls of different skin colors and both sexes
 - Language props, such as two telephones

5. Locate large motor activities and equipment:
 - To promote climbing, balancing, large movements
 - In an area where children can use them freely and safely
 - Away from quiet activities

6. Arrange manipulative materials:
 - Close to the area where they will be used
 - For easy selection and return by children
 - With enough materials for several children at once
 - With materials of varying levels of complexity
 - So that necessary parts and pieces are not missing
7. Have art materials for immediate use:
 - Located near tables or easels where they will be used
 - Usable with minimum adult direction
 - For easy selection and return by children
8. Arrange music equipment and activities to:
 - Include sound and rhythm-producing materials
 - Include body movements
 - Include songs with children
 - Include CD/tape player and records/tapes/CD's
9. Include in science/math corner:
 - Children's displays or collections
 - Materials for sorting, counting, matching
 - Changing materials or displays
 - Animal, fish, or insect pets
 - Plants
 - Appropriate books
 - Magnifying device
10. Arrange sand and water activities:
 - With enough accessories for several to play at once
 - To be used with minimum adult direction
 - Near source of water
 - For easy cleanup
11. Provide woodworking activities with:
 - Usable pounding, sawing equipment
 - Enough equipment for more than one child
 - Wood scraps, nails, etc.
 - Safety limits to protect children
 - Necessary adult supervision
 - Minimum adult direction
12. Include in cooking activities:
 - A variety of food preparation
 - Use of real facilities
 - Utensils such as knives, spoons, beaters
 - Necessary adult supervision
13. Provide general room conditions with:
 - A cubby, shelf, or box for each child's possessions
 - Adequate storage space so room can be kept orderly
 - Noisy activities separated from quiet activities
 - Uncluttered space where children can move freely
 - Any special arrangements for handicapped children
 - Pictures, photos, displays at child height
 - Appropriate preventative measure for safety hazards
 - Light, air, and heat conditions at best possible levels

This checklist was developed by Janice Beaty of Elmira College and is reprinted from *Skills for Preschool Teachers*, (2nd Edition), Merrill Publishing Company, Columbus, 1984.

TEACHER PROBLEMS CHECKLIST

- 1. Getting children to do what I ask them to do.
- 2. Controlling the noise or energy level in the room.
- 3. Understanding the reason for children's problem behavior.
- 4. Getting parents to supply accurate, up-to-date information for our files.
- 5. Getting children to share or take turns.
- 6. Getting parent cooperation in solving their children's preschool/center-related problems.
- 7. Knowing how to handle children's aggressive behavior.
- 8. Getting parents to drop off or pick up their children on time.
- 9. Dealing with a child who cries or whines frequently.
- 10. Promoting effective mutual communication between home and center/preschool.
- 11. Getting parents to keep their children home when they are sick.
- 12. Getting children to clean up.
- 13. Motivating myself to be involved in outside professional activities.
- 14. Dealing with parents who say their child is toilet trained when he/she is not.
- 15. Knowing how to help the special or atypical child.
- 16. Spending personal time doing necessary classroom tasks or administrative tasks.
- 17. Getting children to learn and follow room rules and routines.
- 18. Finding time away from children for planning and preparation.
- 19. Getting children to use words and not hit others when they are angry.
- 20. Keeping children's attention during group time.
- 21. Getting parent cooperation with toilet training.
- 22. Getting children to sleep or rest quietly without disturbing others at nap time.
- 23. Working with an ineffective supervisor.
- 24. Getting parents to provide appropriate clothing from home.
- 25. Feeling positive toward a child who frequently misbehaves.
- 26. Getting my supervisor to respect my professional judgment.
- 27. Being able to stay home when I am sick.
- 28. Keeping one child's problem behavior from affecting other children.
- 29. Finding workshops that are appropriate to my level of skill and knowledge.
- 30. Meeting an individual child's needs without neglecting the group.
- 31. Getting children who are toilet trained not to wet their pants.
- 32. Helping parents understand and deal appropriately with their child's behavior.
- 33. Helping parents of special or atypical children recognize and adjust to their child's needs.
- 34. Getting parents to come to scheduled events or conferences.

- 35. Getting my supervisor to give me feedback about my job performance.
- 36. Getting my supervisor to include me in the decision-making process for my classroom.
- 37. Knowing how to counteract a child's negative home environment.
- 38. Meeting the needs of the children when the room is short staffed.
- 39. Working with equipment or facilities which are in poor condition.
- 40. Getting all children to participate in group activities.
- 41. Knowing if parents are abusing or neglecting their children.
- 42. Finding time for cleaning and other non-teaching tasks.
- 43. Involving the passive child in activities.
- 44. Dealing with unfair criticism from my supervisor.
- 45. Meeting the needs of all children in a multi-age group.
- 46. Giving adequate attention to the special or atypical child without neglecting other children.
- 47. Dressing and undressing children for cold weather outdoor play.
- 48. Understanding the public attitude that day care or preschools are just babysitting.
- 49. Other questions.

Adapted from the "Prekindergarten Teacher Problems Checklist" prepared by John M. Johnston, University of Wisconsin-Milwaukee, 1983.(Administration tasks were removed from this listing.)



PROFESSIONAL DEVELOPMENT

COLLEGES, UNIVERSITIES, AND CONTINUING EDUCATION

A wide range of certificates, associate and baccalaureate degrees, graduate work, short courses, continuing education credits, and extension courses in child care and early childhood development are available in Virginia, but not equally to all parts of the state. Training is increasingly recognized as a necessity if we are to improve care for children—whether it is for parents, directors, or staff members. Many child day centers pay partial or full tuition for staff members to attend college or university classes, and will give release time (often at nap time) for that purpose. Many institutions will establish on-site courses for staff, tailored to the time and place convenient to centers.

Courses may include (among many others):

- Guidance and classroom management
- Early childhood education
- Health and safety
- Science and mathematics for the young child
- Child growth and development
- Exceptional children
- Administration of centers
- Family day care

Teaching methods used in courses include hands-on projects, internship placements as well as observations, lectures, demonstrations, class discussions, and seminars.

Financial aid is often available either through grants, loans, or work/study.

Active involvement in training and/or continuing education enhances professionalism, promotes growth in skills, increases knowledge and understanding, and helps to prevent burnout. It may even bring an increased salary because of the additional competence that one is able to bring to the position.

VIRGINIA CHILD CARE PROVIDER SCHOLARSHIP PROGRAM

The Virginia Child Care Provider Scholarship Program provides tuition assistance to those employed in child care and those who plan to enter the field of child care who want to attend courses in child care, child development, or child care administration taught at Virginia's institutions of higher learning. The purpose of the scholarship program is to provide child care providers with a foundation in child care. The scholarship program is funded through the Child Care and Development Fund, which is financed through federal funding. Approved courses may be used toward obtaining such achievements as a Career Studies Certificate in Early Childhood Education, a Career Studies Certificate in School-Age Child Care Education, a Career Studies Certificate in Child Care Management, an Advanced Career Studies Certificate in Early Childhood Education, an Associate Degree in Early Childhood Education, and a Bachelor Degree in Early Childhood Education.

An application can be obtained by: (1) calling the Scholarship Program Hotline at 1-866-636-1608 or (2) using the Department of Social Services' website, <http://www.dss.virginia.gov/family/cc/scholarship.html> scrolling down and selecting "Child Care Forms and Applications", clicking on "Child Day Care Provider Scholarship Application".

VDSS SPONSORED WORKSHOPS

Workshops on relevant topics are also conducted on a regional basis through the Office of Early Childhood Development. Click on the catalog link  to view the full listing of courses.

Further information on any of these resources is available from:

Virginia Department of Social Services
Office of Early Childhood Development
7 North Eighth Street
Richmond, VA 23219
Telephone: (804)726-7652

PROFESSIONAL ORGANIZATIONS

There are statewide, regional, and national organizations, which are devoted to the interests of young children: their education, health, standards of care, special needs, and advocacy for those concerns. These organizations and their publications, conferences, membership activities, and journals offer rich opportunities for improving your own professional development.

CRITERIA FOR A GOOD RESOURCE FILE

How do you develop and organize your files to make them useful and efficient to use?

Where Do You Get Materials For A Good Resource File?

1. Teaching resource centers at university and college libraries
2. Materials distributed by instructors, leaders, and consultants
3. Bulletins and publications from government, professional organizations, and some commercial sources
4. Magazines, pictures, articles
5. Ideas shared with each other
6. Books available in the library
7. Notes taken during workshops, course work, national, state, and regional conferences
8. Your own center's files of activities, catalogs, and professional publications

What Materials Do You Include In The Resource File?

- ♠ Art suggestions...Recipes for play dough, paints, collection list
- ♠ Science suggestions
- ♠ Trips and excursions
- ♠ Games
- ♠ Finger plays
- ♠ Songs
- ♠ Books for children
- ♠ Sources of books
- ♠ Rhythm records
- ♠ Bulletin board ideas...Pictures, themes, samples
- ♠ Learning displays
- ♠ Social studies...Ideas for community field trips, visitors
- ♠ Creative dramatics...List of prop box ideas and ingredients
- ♠ Health, safety...Information and education activities
- ♠ Program planning
- ♠ Equipment sources and catalogs (a good source of ideas for teacher-made materials)

Parent Involvement

- ♠ Specific ideas for parents' meetings
- ♠ Parent conferences
- ♠ Involving parents in the program
- ♠ Home visits and other informal contacts
- ♠ Parent interests and talents

Community Resources

- ♠ Public agencies
- ♠ Private agencies
- ♠ Consultants
- ♠ Your own personal network (See following form)

Note: The resources listed provide a beginning list. There are many resources (check your phone book) which you may wish to suggest as possible resources to parents, teachers, or staff.

COMMUNITY RESOURCE LIST

Service	Name	Phone #
Accounting		
Air Conditioning Service		
Ambulance		
Appliance Service		
Attorney		
Auditing		
Carpenter		
Center, Chair of Board		
Center, Director		
Child Abuse, Hot Line		
Child Abuse, Protective Services		
Child Development Clinic		
Electric Company		
Extension Service		
Family Services		
Fire Department		
Gas Company		
Health Department		
Heating Service		
Hospital		
Information and Referral		
Insurance		
Landlord		
Legal Aid Society		
Physician		
Plumber		
Police Department, State		
Police Department, Local		
Radio Station		
Repair Service		
Rescue Squad		
Roofer		
Sheriff's Office		
Taxi Service		

Background Checks Forms and Information:

Sworn Statement or Affirmation
Criminal History Record Report
Central Registry Finding
Waiver Request Application
Due to Criminal Conviction

INFORMATION ON BACKGROUND CLEARANCE FORMS

Sworn Statement or Affirmation

The sworn statement or affirmation is a statement completed by a person attesting to whether he has ever been: (i) convicted of or the subject of pending charges of any crime within or outside Virginia or an equivalent offense outside Virginia, or (ii) the subject of a founded complaint of child abuse or neglect within or outside Virginia. The Department of Services has created a model form.

Criminal History Record Report

The criminal history record report is either the criminal record clearance or the criminal history record issued by the Central Criminal Records Exchange, Department of State Police.

The Department of State Police has an automated method for requesting and receiving criminal record information. The automated method provides responses more quickly than use of the mail method. It requires the requestor to have a 486 (66MHZ) or Pentium PC with a dedicated telephone line. For information on this method, visit the Virginia Department of State Police website at www.vsp.state.va.us and go to the Forms section.

Central Registry Finding

The central registry finding is the record of founded complaints of child abuse and neglect for an individual.

Waiver Request Application Due to Criminal Conviction

Information about background checks and the waiver of criminal convictions is available in the background checks regulation and in the *Code of Virginia* §63.1-1719 - §63.2-1727.

Background Checks

The background checks regulations require that licensed child day centers and religious exempt centers obtain a sworn statement or affirmation, central registry finding, and criminal history record report for:

1. Any Applicant
2. Any agent at the time of application who is or will be involved in the day-to-day operations of the center or who is or will be alone with, in control of, or supervising one or more of the children
3. Any employee who is involved in the day-to-day operation or who is alone with, in control of, or supervising one or more children
4. Any volunteer who will be alone with any child in the performances of duties excluding a parent-volunteer

The purpose of these checks is to determine if the person has ever been: 1) the subject of a founded complaint of child abuse or neglect within or outside Virginia or 2) convicted of certain crimes specified in the *Code of Virginia* §63.2-1719. If the individual is found to have one of the conditions listed, the person cannot assume or maintain his duties. There are limited exceptions, including a waiver for certain criminal convictions.

The basic intent of background checks is to protect children in care. The regulations should be referenced for specific details to assure compliance.

SWORN STATEMENT OR AFFIRMATION FOR CHILD DAY PROGRAMS

Please Print

Last Name	First	Middle	Maiden	Social Security Number
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Current Mailing Address	Street, P.O. Box #, Apt. #	City	State	Zip Code
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Name of Licensed/Registered Approved Facility/Provider	Street, P.O. Box #, Apt. #	City	State	Zip Code
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Please respond to all four (4) questions below:

1. Have you ever been convicted of or are you the subject of pending charges of any crime within the Commonwealth of Virginia? Yes (convicted in Virginia) Yes (pending in Virginia) No

If yes to convicted or pending, specify crime(s): _____

2. Have you ever been convicted of or are you the subject of pending charges of any crime outside the Commonwealth of Virginia? Yes (convicted outside Virginia) Yes (pending outside Virginia) No

If yes to convicted or pending, specify crime(s) and state, or other location: _____

3. Have you ever been the subject of a founded complaint of child abuse or neglect within the Commonwealth of Virginia? Yes (in Virginia) No (in Virginia)

4. Have you ever been the subject of a founded complaint of child abuse or neglect outside the Commonwealth of Virginia? Yes (outside Virginia) No (outside Virginia)

If yes, specify state, or other location: _____

I hereby affirm that the information provided on this form is true and complete. I understand that the information is subject to verification and that making a materially false statement or affirmation is a Class I misdemeanor.

Signature

Date

Explanation of Sworn Statement or Affirmation

Requirement: Sections 63.2-1704, 63.2-1720, 63.2-1721, 63.2-1722, 63.2-1724 and 63.2-1725 of the *Code of Virginia* (Code) require individuals to provide a sworn statement or affirmation to a licensing, approving or hiring authority, facility, or agency prior to licensure, registration, approval, employment, or provision of volunteer services. A sworn disclosure or affirmation is a statement completed by a person attesting to whether he has ever been: (i) convicted of or the subject of pending charges of any crime within the Commonwealth or equivalent offense outside the Commonwealth, or (ii) the subject of a founded complaint of child abuse or neglect within or outside the Commonwealth. Additionally for family day homes, the person affirms if he, or if he knows that any person who resides in the home, has a sex offense conviction or is the subject of a founded complaint of child abuse or neglect within or outside the Commonwealth. The statement or affirmation must be made available to the Department of Social Services' representative.

Who must comply: These individuals must provide sworn statements or affirmations:

- Applicant upon application for licensure or registration as a child welfare agency, and any subsequent person designated as applicant, licensee, or registrant;
- Agent at the time of application who is or will be involved in the day-to-day operation of the child welfare agency or who is or will be alone with, in control of, or supervising one or more of the children and any subsequent person designated as agent who will be involved in the day-to-day operation or will be alone with, in control of, or supervising one or more of the children;
- Any other adult living in the home of an applicant for licensure or registration or approval as a family day home, or any existing employee or volunteer, and subsequent employee or volunteer or other adult living in the home;
- Operator of family day home requesting approval by family day system;
- Person who signs the statement of intent to operate a religiously exempt child day center;
- Any person who will be expected to be alone with one or more children enrolled in a religious exempt child day center; and
- Any employee or volunteer of a licensed, registered, or approved facility who is involved in the day-to-day operations or who is alone with, in control of, or supervising one or more children.

Note: Any other child day center or family day home that has not otherwise met these requirements, and applies to enter into a contract with a local department to provide child care services to clients of a local department, must also submit a sworn statement or affirmation.

Exception: A parent-volunteer is not required to provide a sworn statement or affirmation. A parent-volunteer is a person supervising, without pay, a group of children that includes the parent-volunteer's own child in a program that operates no more than four hours per day, provided that the parent-volunteer works under the direct supervision of a person who has received satisfactory background checks as provided for in the Code.

Any person making a materially false statement regarding any such offense is guilty of a Class 1 misdemeanor.

Further dissemination of the sworn statement information is prohibited other than to the Commissioner's representative or a federal or state authority or court in order to comply with an express requirement in the law for that dissemination.

Consequence: If a person required to submit a sworn statement or affirmation (i) fails to submit a sworn statement or affirmation, or (ii) has been convicted of a barrier crime (specified below), or (iii) has been convicted of any other felony in the last five years, or (iv) has been the subject of a founded complaint of child abuse or neglect, and the facility refuses to separate that person from employment or service:

- Licensure, registration or approval of a child day program is prohibited;
- Licensure, registration or approval will be revoked and renewal of a license or registration or religiously exempt status will be denied;
- Religiously exempt status will be revoked; and
- The child welfare agency will not be permitted to receive federal, state or local child care funds.

Exception: A person who wants to operate or to volunteer or work at a facility covered by this regulation, but who is disqualified because of a criminal conviction, or a criminal conviction in the background check of any other adult living in a family day home governed by this regulation may apply for a waiver if: 1) a non-barrier crime felony conviction occurred less than five years ago, or 2) any other adult living in the home of a state regulated family day home applicant or provider has been convicted of not more than one misdemeanor offense of assault and battery or assault and battery against a family or household member. This other adult may not be an assistant or substitute provider.

BARRIER CRIMES

for

- Licensed child day centers
- Religiously exempt child day centers
- Certified pre-schools
- Licensed family day homes
- Voluntarily registered family day homes
- Licensed family day systems
- Licensed system-approved family day homes
- The following if receiving federal, state, or local child care funds:
 - Local agency-approved family day homes
 - Local ordinance-approved family day homes
 - Programs of recreational activities offered by local governments
 - Unregulated family day homes (including in-home care)

(§§ 63.2-1717 D. 7., 63.2-1719, 63.2-1720, 63.2-1721, 63.2-1724, 63.2-1725 of the Code of Virginia)

<p>Also included as barrier crimes (in addition to the offenses listed below) are the conviction of any other felony unless 5 years have elapsed since the conviction and a founded complaint of child abuse or neglect within or outside the Commonwealth.</p> <p>Convictions include prior adult convictions, juvenile convictions and adjudications of juvenile delinquency if offenses involved would be a felony if committed by an adult within or outside the Commonwealth.</p>	63.2-1719
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OFFENSE * Or Equivalent Offense in Another State	CODE SECTION
Abduction (Kidnapping)	18.2-47 A
Abduction with Intent to Extort Money or for Immoral Purpose	18.2-48
Abuse and Neglect of Children	18.2-371.1
Abuse and Neglect of Incapacitated Adults	18.2-369
Adulteration of Food, Drink, Drugs, Cosmetics, etc.	18.2-54.2
Aggravated Malicious Wounding	18.2-51.2
Allowing a child to be present during manufacture or attempted manufacture of methamphetamine	18.2-248.02
Assault or Assault and Battery (Exception: Child day center may hire individual convicted of not more than one misdemeanor offense if 10 years have elapsed following the conviction, unless the person committed such offense while employed in a child day center or the object of the offense was a minor. § 63.2-1720 C)	18.2-57
Assault and Battery Against a Family or Household Member	18.2-57.2
Assisting individuals in unlawfully procuring prescription drugs (Felony Convictions)	18.2-258.2

Attempted Aggravated Sexual Battery	18.2-67.5
Attempted Forcible Sodomy	18.2-67.5
Attempted Object Sexual Penetration	18.2-67.5
Attempted Rape	18.2-67.5
Attempted Sexual Battery	18.2-67.5
Attempts to Poison	18.2-54.1
Bodily Injuries Caused by Prisoners, Probationers or Parolees	18.2-55
Breaking and Entering Dwelling House with Intent to Commit Other Misdemeanor	18.2-92
Burglary	18.2-89
Burning Building or Structure While in such Building or Structure with Intent to Commit Felony	18.2-82
Burning or Destroying any Other Building or Structure	18.2-80
Burning or Destroying Dwelling House, etc.	18.2-77
Burning or Destroying Meeting House, etc.	18.2-79
Burning or Destroying Personal Property, Standing Grain, etc.	18.2-81
Carelessly Damaging Property by Fire	18.2-88
Carjacking	18.2-58.1
Carnal Knowledge of Certain Minors	18.2-64.1
Carnal Knowledge of Child Between 13 and 15	18.2-63
Carnal Knowledge of an Inmate, Parolee, Probationer or Pretrial or Posttrial Offender	18.2-64.2
Causing, Inciting, etc. Threats to Bomb or Damage Buildings or Means of Transportation; False Information as to Danger to such Buildings, etc.	18.2-84
Certain Premises Deemed Common Nuisance (Felony Convictions)	18.2-258
Crimes Against Nature Involving Children	18.2-361
Delivery of Drugs, Firearms, Explosives, etc. to Prisoners	18.2-474.1
Disarming a Law Enforcement or Correctional Officer	18.2-57.02
Distribution of Certain Drugs to Persons Under Eighteen (Felony Convictions)	18.2-255
Drive-By Shooting	18.2-286.1
Drug Attempts (Felony Convictions)	18.2-257
Drug Conspiracy (Felony Convictions)	18.2-256
Electronic Facilitation of Pornography	18.2-374.3

Employing or Permitting Minor to Assist in Obscenity and Related Offenses	18.2-379
Entering Bank, Armed, with Intent to Commit Larceny	18.2-93
Entering Dwelling House, etc. with Intent to Commit Larceny, Assault and Battery or Other Felony	18.2-91
Entering Dwelling House, etc. with Intent to Commit Murder, Rape, Robbery or Arson	18.2-90
Escape from Jail	18.2-477
Failing to Secure Medical Attention for Injured Child	18.2-314
Felonies by Prisoners	53.1-203
Firearms – Allowing Access by Children	18.2-56.2
Hazing of Student at School, College, or University	18.2-56
Hazing of Youth Gang Members	18.2-55.1
Homicide	18.2-33
Illegal Stimulants and Steroids	18.2-248.5
Incest	18.2-366 B
Involuntary Manslaughter	18.2-36.1
Killing a Fetus	18.2-32.2
Maiming, etc. of Another Resulting from Driving While Intoxicated	18.2-51.4
Maintaining a Fortified Drug House (Felony Convictions)	18.2-258.02
Malicious Bodily Injury by Means of any Caustic Substance or Agent or Use of any Explosive or Fire	18.2-52
Malicious Bodily Injury to Law Enforcement Officers	18.2-51.1
Malicious Wounding by Mob	18.2-41
Manufacture, Possession, Use, etc. of Fire Bombs or Explosive Materials or Devices	18.2-85
Manufacturing, Selling, Giving, or Distributing a Controlled Substance or an Imitation Controlled Substance (Felony Convictions)	18.2-248
Manufacturing, Selling, Giving, or Distributing or Possessing with Intent to Manufacture, Sell, Give, or Distribute Any Anabolic Steroid (Felony Convictions)	18.2-248.5
Murder, Capital	18.2-31
Murder, First and Second Degree	18.2-32
Murder of a Pregnant Woman	18.2-32.1
Obscenity Offenses	18.2-374.1
Obtaining Drugs, Procuring Administration of Controlled Substances, etc. by Fraud, Deceit or Forgery (Felony Convictions)	18.2-258.1
Pandering	18.2-355

Pointing Laser at Law Enforcement	18.2-57.01
Possession and Distribution of Flunitrazepam (Felony Convictions)	18.2-251.2
Possession and Distribution of Gamma-Butyrolactone or 1, 4 – Butanediol	18.2-251.3
Possession of Burglarious Tools, etc.	18.2-94
Possession of Child Pornography	18.2-374.1:1
Possession of Drugs (Felony Convictions)	18.2-250
Possession of Infectious Biological Substances	18.2-52.1
Possession or Use of a Sawed-Off Shotgun or Rifle in a Crime of Violence	18.2-300 A
Production, Publication, Sale, Possession with Intent to Distribute, Financing etc. of Sexually Explicit Items Involving Children	18.2-374.1
Rape	18.2-61
Reckless Endangerment	18.2-51.3
Reckless Handling of Firearms; Reckless Handling While Hunting	18.2-56.1
Robbery	18.2-58
Sale of Drugs on or near Certain Properties (Felony Convictions)	18.2-255.2
Setting Fire to Woods, Fences, Grass, etc.	18.2-86
Setting off Chemical Bombs Capable of Producing Smoke	18.2-87.1
Setting Woods, etc. on Fire Intentionally Whereby Another is Damaged or Jeopardized	18.2-87
Sexual Battery	18.2-67.4
Sexual Battery - Aggravated	18.2-67.3
Sexual Battery - Infected	18.2-67.4:1
Sexual Penetration - Object	18.2-67.2
Shooting, etc. in Committing or Attempting a Felony	18.2-53
Shooting, Stabbing, etc. with Intent to Maim, Kill, etc.	18.2-51
Sodomy - Forcible	18.2-67.1
Stalking (Felony Convictions)	18.2-60.3
Taking, Detaining, etc. Person for Prostitution etc. or Consenting Thereto	18.2-355
Taking Indecent Liberties with Child by Person in Custodial or Supervisory Relationship	18.2-370.1
Taking Indecent Liberties with Children	18.2-370
Threats of Death or Bodily Injury	18.2-60
Threats to Bomb or Damage Buildings or Means of Transportation; False Information as to Danger to Such Buildings, etc.	18.2-83

Transporting Controlled Substances into the Commonwealth (Felony Convictions)	18.2-248.01
Use of a Machine Gun in a Crime of Violence	18.2-289
Use of a Machine Gun for Aggressive Purpose	18.2-290
Use or Display of Firearm in Committing Felony	18.2-53.1
Voluntary Manslaughter	18.2-35

CRIMINAL HISTORY RECORD/SEX OFFENDER AND CRIMES AGAINST MINORS REGISTRY SEARCH FORM

Virginia State Police
 Central Criminal Records Exchange
 P.O. Box 85076
 Richmond, Virginia 23261-5076

Mail Request To:

PURPOSE OF THIS REQUEST (Check only one):

- | | |
|---|---|
| <input type="checkbox"/> CHILD DAY CARE | <input type="checkbox"/> COUNTY/CITY PUBLIC SCHOOLS |
| <input type="checkbox"/> DOMESTIC ADOPTION | <input type="checkbox"/> INTERNATIONAL ADOPTION |
| <input type="checkbox"/> ADULT DAY CARE OR ADULT CARE RESIDENCE | <input type="checkbox"/> FOSTER CARE |
| <input type="checkbox"/> NURSING HOME OR HOME HEALTH | <input type="checkbox"/> EMPLOYMENT |
| | <input type="checkbox"/> OTHER (Please Specify) _____ |

NAME TO BE SEARCHED:

LAST NAME FIRST NAME MIDDLE NAME MAIDEN NAME

<u>RACE</u>	<u>SEX</u>	<u>DATE OF BIRTH</u> / / (MM/DD/YYYY)	<u>SOCIAL SECURITY NUMBER</u>
-------------	------------	---	-------------------------------

I certify I am entitled by law to receive the requested record and that the record provided shall be used only for the screening of the current or prospective employees. I understand that further dissemination of Criminal History Records or their use for purposes not authorized by law is prohibited and constitutes a violation punishable as a class 1 or class 2 misdemeanor. If I am an employer or prospective employer, I have obtained the written consent on whom the data is being obtained, and have personally been presented the same person's valid photo-identification.

Date of Request: ____ / ____ / ____ (MM/DD/YYYY)

Signature of Person Making Request: _____ Printed Name: _____

NAME AND MAILING ADDRESS OF AGENCY, INDIVIDUAL OR AUTHORIZED AGENT MAKING REQUEST:

Mail Reply To:

<u>NAME</u>	
<u>ATTENTION</u>	
<u>ADDRESS</u>	
<u>CITY</u> <u>STATE</u> <u>ZIP CODE</u>	

FEES FOR SERVICE:

- | | |
|---|--|
| <input type="checkbox"/> \$15.00 CRIMINAL HISTORY SEARCH | * FEES For Volunteers with Non-Profit Organizations: |
| <input type="checkbox"/> \$20.00 COMBINATION CRIMINAL HISTORY & SEX OFFENDER SEARCH | <input type="checkbox"/> \$ 8.00 CRIMINAL HISTORY SEARCH |
| | <input type="checkbox"/> \$ 16.00 COMBINATION CRIMINAL HISTORY & SEX OFFENDER SEARCH |

* To be entitled to reduced price, services must be on volunteer basis for a non-profit organization with a tax exempt number. Attach documentation to form which supports volunteering status and include organization's name, address, and your tax exempt identification number.

METHOD OF PAYMENT: (Note: Personal Checks Not Accepted)

CHARGE CARD: MasterCard  OR Visa  Certified Check or Money Order (attached, payable to Virginia State Police)

Account Number: ____ - ____ - ____ Virginia State Police Charge Account Number: _____

Expiration Date: ____ / ____

Signature of Cardholder: _____

FOR STATE POLICE USE ONLY – DO NOT WRITE BELOW THIS LINE

Response based on comparison of name information submitted in request against a master name index maintained in the Central Criminal Records Exchange only.

- | | |
|---|--|
| <input type="checkbox"/> No Conviction Data – Does Not Preclude the Existence of an Arrest Record | Purpose code: <input type="checkbox"/> C |
| <input type="checkbox"/> No Criminal Record – Name Search Only | <input type="checkbox"/> N |
| <input type="checkbox"/> No Sex Offender Registration Record | <input type="checkbox"/> O |
| <input type="checkbox"/> No Criminal Record – Fingerprint Search | |
| <input type="checkbox"/> Criminal Record Attached | |

Date _____ By CCRE/ _____

Instructions for completing the Criminal History Record/Sex Offender and Crimes Against Minors Registry Request Form
(Please read the following General Instructions)

PURPOSE OF THIS REQUEST:	Check type of name search(es) requested for Criminal History Search. Dissemination of criminal history records are processed in accordance with Section 19.2-389, <u>Code of Virginia</u> , governing the program for which the search is requested.
NAME TO BE SEARCHED:	Type the full name (last, first middle [no initials] and maiden name if applicable), sex, race, date of birth, and completed address of person whose name is to be searched against the master criminal name file and/or the Sex Offender and Crimes Against Minors Registry. Note: Signature of person making request is required. Providing the social security number is voluntary; however, it is a screening tool that is used for this request to be processed in a more timely manner. Failure to provide this number may result in an inability to process this request due to multiple records with similar names and demographics. Without this additional identifier, the form may be returned to the requestor unprocessed, and the applicant will be required to submit a set of fingerprints along with this request form to determine if this applicant has a criminal record. Numbers provided will be used to help identify the proper record and will be used for no other purpose.
NAME AND MAILING ADDRESS OF AGENCY, INDIVIDUAL OR AUTHORIZED AGENT MAKING REQUEST:	Agency, Individual or Authorized Agent Making Request: Your agency identification serves as the mailing label for the State Police to return the search results. This information is also reviewed to ensure requestor is statutorily entitled to use this form to request a criminal name search.
FEES FOR SERVICE:	Indicate the fee for the service requested.
METHOD OF PAYMENT:	Method of Payment: Certified Check, Money Order, Company/Business check, MasterCard or Visa. For charge account: record charge account number issued by State Police.

Mailing Instructions:

Mail to: VIRGINIA DEPARTMENT OF STATE POLICE
CENTRAL CRIMINAL RECORDS EXCHANGE
P.O. BOX 85076
RICHMOND, VIRGINIA 23261-5076

Convictions Reportable to the Sex Offender & Crimes Against Minors registry are Violations or Attempted Violations or Conspiracy to Violate or a Person that is "Not Guilty of Insanity" on or after July 1, 2007 of the Following Offenses Defined in §9.1-902, Code of Virginia:

1. "Sexually Violent Offense" means a Violation or Attempted Violation of:	
Charge	Section
Abduction for Immoral Purpose	18.2-48(ii)
Rape	18.2-61
Forcible Sodomy	18.2-67.1
Object Sexual Penetration	18.2-67.2
Aggravated Sexual Battery	18.2-67.3
Sexual Battery where the perpetrator is 18 years of age or older and the victim is under the age of 6	18.2-67.4
Attempted Rape, Forcible Sodomy, Object Sexual Penetration, Aggravated Sexual Battery	18.2-67.5 (A)(B)
Taking Indecent Liberties with Minor	18.2-370
Taking Indecent Liberties with Minor by Person in Custodial or Supervisory Relationship	18.2-370.1
Production, Distribution, Financing, etc of Child Pornography	18.2-374.1
OR	
Any Person Convicted under Chapter 117 (18 U. S. Code § 2421 et seq.)	
Any Person Convicted for Sex Trafficking (18 U. S. Code. § 1591)	
OR	
A <u>Second</u> or subsequent conviction, where the individual was at liberty between such convictions, of the following:	
Carnal Knowledge of Minor (Victim Ages 13 or 14)	18.2-63
Carnal Knowledge of Minor (Victim 15 or Older) of Supervisory Relationship	18.2-64.1
Marital Sexual Assault (Repealed 2005)	18.2-67.2:1
Enter Dwelling House with Intent to Rape	18.2-90
OR	
A <u>SECOND</u> or subsequent conviction, where the individual was at liberty between such convictions, and where the victim is a minor or is physically helpless or mentally incapacitated as defined in § 18.2-67.10, a violation or attempted violation of:	
Abduction	18.2-47(A)
Abduction of any Child for Extortion or under 16 for the Purposes of Prostitution	18.2-48 (i)(iii)
Sexual Battery	18.2-67.4
Attempted Sexual Battery	18.2-67.5(C)
Crimes Against Nature (Sodomy)	18.2-361
Adultery & Fornication by Person Forbidden to Marry: Incest	18.2-366
Possess Child Pornography (2 or more convictions)	18.2-374.1:1 (C)
OR	
If the offense was committed on or after July 1, 2006, and if the person has been convicted or adjudicated delinquent of any two or more such offenses, provided that person had been at liberty between such convictions or adjudications	
Enter Dwelling House etc. with intent to Commit Felony	18.2-91
2. "Sexual Offenses" means:	
Charge	Section
Murder (Victim is under 15) or (Victim is 15-17) is related to an offense under § 9.1-902	18.2-31, 18.2-32
Carnal Knowledge of Minor (Victim ages 13 or 14)	18.2-63
Carnal Knowledge of Minor (Victim 15 and older) Supervisory Relationship	18.2-64.1
Marital Sexual Assault (Repealed in 2005)	18.2.67.2:1
Sexual Battery (3 or more convictions)	18.2-67.4
Sexual Abuse Against Child under 15 (3 or more convictions)	18.2-67.4:2
Attempted Sexual Battery (3 or more convictions)	18.2-67.5 (C)
Enter Dwelling House etc. with Intent to Rape	18.2-90
Possession of Child Pornography (2 Counts)	18.2-374.1:1(B)(C)
Unlawful Filming, Videotaping or Photographing of Another (3 or more convictions)	18.2-386.1
Use of Communication System to Solicit a Minor under age 15 or who the defendant believes is less than 15 years, with lascivious intent, to commit specified acts.	18.2-374.3 (C)
Third Misdemeanor Sexual Offense as set forth in	18.2-67.5:1
OR	
If the offense is committed on or after July 1, 2006	
Enter Dwelling House etc. with intent to Commit Felony Under § 9.1-902	18.2-91
Possession of Child Pornography	18.2.374.1:1(A)
OR	
Where the victim is a minor or is physically helpless or mentally incapacitated as defined in § 18.2-67.10, a violation or attempted violation of:	
Abduction	18.2-47 (A)
Abduction of any Child for Extortion or under 16 for the Purposes of Prostitution	18.2-48 (i)(iii)
Sexual Battery	18.2-67.4
Attempted Sexual Battery	18.2-67.5(C)
Crimes Against Nature (Sodomy)	18.2-361
Adultery & Fornication by Person Forbidden to Marry: Incest	18.2-366
OR	
Any Criminal Homicide in conjunction with a violation of clause (i) of §18.2-371 (Contributing to the delinquency) or §18.2-371.1 (abuse and neglect of children) when the offenses arise out of the same incident.	
OR	
"Offense for which registration is required" includes (i) any similar offense under the laws of any foreign country or any political Subdivision thereof, the United States or any political subdivision thereof.	
OR	
Any offense for which registration in a Sex Offender and Crimes Against Minor Registry is required under the laws of the jurisdiction where the offender was convicted.	

Virginia Department of Social Services – Child Protective Services CENTRAL REGISTRY RELEASE OF INFORMATION FORM

(Please Print or Type)

PART 1: INSTRUCTIONS

Please read all instructions carefully before completing this form. Incomplete forms will be returned.

1. Submit a separate form for each individual whose name is to be searched.
2. Type or **print legibly in ink**.
3. Indicate **N/A** if any information below is not applicable.
4. Provide proof of identity and sign Part 3 in the presence of a Notary Public.
5. THIS INFORMATION IS CONFIDENTIAL and shall not be released without the consent of the person whose name has been searched.
6. **Enclose \$5.00** money order, company/business check or cashiers check payable to: Virginia Department of Social Services (unless waived)
DO NOT SEND CASH or PERSONAL CHECKS.
7. Mail completed form and payment to: **Virginia Department of Social Services
7 North Eighth Street, 4th floor, CPS Central Registry, Richmond, Virginia 23219**

PART 2: TO BE COMPLETED IN FULL, BY INDIVIDUAL WHOSE NAME IS BEING SEARCHED

Applicant					
Last Name:		First Name:		Full Middle Name:	
Maiden Name:		Birth Date:	Sex: <input type="checkbox"/> M <input type="checkbox"/> F	Race:	SSN or DMV:
Please List All Other Names By Which This Individual Has Been Known:			Current Street Address:		
			City:	State:	ZIP Code:
			How long have you lived at this address?		
			Prior Street Address:		
			City:	State:	ZIP Code:
			How long did you live at this address?		
Current Spouse (N/A if not married)					
Last Name:		First Name:		Full Middle Name:	
Maiden Name:		Birth Date:	Sex: <input type="checkbox"/> M <input type="checkbox"/> F	Race:	
Previous Spouses (N/A if no previous spouse)					
Last Name:		First Name:		Full Middle Name:	
Maiden Name:		Birth Date:	Sex: <input type="checkbox"/> M <input type="checkbox"/> F	Race:	

FULL NAMES OF ALL CHILDREN (INCLUDE ADULT CHILDREN, STEP, FOSTER AND CHILDREN NOT LIVING WITH YOU) ATTACH ADDITIONAL PAPER IF NEEDED

Check here if you do not have children

Last Name:		First Name:		Full Middle Name:	Sex: <input type="checkbox"/> M <input type="checkbox"/> F	Race:	Birth Date
Last Name:		First Name:		Full Middle Name:	Sex: <input type="checkbox"/> M <input type="checkbox"/> F	Race:	Birth Date
Last Name:		First Name:		Full Middle Name:	Sex: <input type="checkbox"/> M <input type="checkbox"/> F	Race:	Birth Date
Last Name:		First Name:		Full Middle Name:	Sex: <input type="checkbox"/> M <input type="checkbox"/> F	Race:	Birth Date

SEE BACK FOR SIGNATURES AND RETURN ADDRESS

MAIL REPLY TO: **PURPOSE OF SEARCH:**

Payment Code _____

- Adoptive Parent
- Babysitter/Family Day Care Provider
- CASA
- Custody Evaluation
- Day Care Center
- Foster Parent
- Institutional Employee
- Other
- Other Employment
- School Personnel
- Volunteer

Name:		
Address:		
City:	State:	Zip Code:
Contact Person:		Phone #:

 Please fold at the dotted line, so that the complete name, address, city, state and zip code appear in the envelope window.

PART 3: CERTIFICATION AND CONSENT FOR RELEASE OF INFORMATION

I hereby certify that the information contained on this form is true, correct and complete to the best of my knowledge. Pursuant to Section 2.2-3806 of the Code of Virginia, I authorize the release of personal information regarding me, which has been maintained by either the Virginia Department of Social Services or any local department of social services, which is related to any founded child abuse/neglect, in which I am identified as responsible for such abuse/neglect. I have provided proof of my identity to the Notary Public prior to signing this form in his/her presence.

 Signature of person whose name is being searched
 (Sign in the presence of a notary)

 Parent or Guardian signature required for minors
 (children under the age of 18)

PART 4: CERTIFICATE OF ACKNOWLEDGEMENT OF INDIVIDUAL

City/County of _____ Commonwealth/State _____

Acknowledged before me this _____ day of _____, 20_____

Notary Public signature _____ Notary Number _____ My Commission Expires _____

PART 5: CENTRAL REGISTRY FINDINGS
 (To Be Used By Central Registry Staff Only)

1. We are unable to determine, at this time, if the individual for whom a search has been requested is listed in the Central Registry. Please answer the following questions and return this form to the Central Registry Unit in order for us to complete the request.

Worker: _____ Date: _____

2. Based on information provided by the local department of social services, we have determined that _____

is listed in the Child Abuse/Neglect Central Registry with a founded disposition of child abuse/neglect. For more information, please contact the

_____ Department of Social Services, located at:

Address: _____ City: _____ State: _____ Zip Code: _____

Telephone: _____ in reference to Child Protective Service Case /File# _____

3. _____ As of this date, based on the information provided, the individual whose name was being searched is **NOT** contained in the Child Abuse/Neglect Central Registry.

 Signature of worker completing the search

 Date

Department of Homeland Security
U.S. Citizenship and Immigration Services

Form I-9, Employment Eligibility Verification

Instructions

Please read all instructions carefully before completing this form.

Anti-Discrimination Notice. It is illegal to discriminate against any individual (other than an alien not authorized to work in the U.S.) in hiring, discharging, or recruiting or referring for a fee because of that individual's national origin or citizenship status. It is illegal to discriminate against work eligible individuals. Employers **CANNOT** specify which document(s) they will accept from an employee. The refusal to hire an individual because the documents presented have a future expiration date may also constitute illegal discrimination.

What Is the Purpose of This Form?

The purpose of this form is to document that each new employee (both citizen and non-citizen) hired after November 6, 1986 is authorized to work in the United States.

When Should the Form I-9 Be Used?

All employees, citizens and noncitizens, hired after November 6, 1986 and working in the United States must complete a Form I-9.

Filling Out the Form I-9

Section 1, Employee: This part of the form must be completed at the time of hire, which is the actual beginning of employment. Providing the Social Security number is voluntary, except for employees hired by employers participating in the USCIS Electronic Employment Eligibility Verification Program (E-Verify). **The employer is responsible for ensuring that Section 1 is timely and properly completed.**

Preparer/Translator Certification. The Preparer/Translator Certification must be completed if **Section 1** is prepared by a person other than the employee. A preparer/translator may be used only when the employee is unable to complete **Section 1** on his/her own. However, the employee must still sign **Section 1** personally.

Section 2, Employer: For the purpose of completing this form, the term "employer" means all employers including those recruiters and referrers for a fee who are agricultural associations, agricultural employers or farm labor contractors. Employers must complete **Section 2** by examining evidence of identity and employment eligibility within three (3) business days of the date employment begins. If employees are authorized to work, but are unable to present the required

document(s) within three business days, they must present a receipt for the application of the document(s) within three business days and the actual document(s) within ninety (90) days. However, if employers hire individuals for a duration of less than three business days, **Section 2** must be completed at the time employment begins. **Employers must record:**

1. Document title;
2. Issuing authority;
3. Document number;
4. Expiration date, if any; and
5. The date employment begins.

Employers must sign and date the certification. Employees must present original documents. Employers may, but are not required to, photocopy the document(s) presented. These photocopies may only be used for the verification process and must be retained with the Form I-9. **However, employers are still responsible for completing and retaining the Form I-9.**

Section 3, Updating and Reverification: Employers must complete **Section 3** when updating and/or reverifying the Form I-9. Employers must reverify employment eligibility of their employees on or before the expiration date recorded in **Section 1**. Employers **CANNOT** specify which document(s) they will accept from an employee.

- A. If an employee's name has changed at the time this form is being updated/reverified, complete Block A.
- B. If an employee is rehired within three (3) years of the date this form was originally completed and the employee is still eligible to be employed on the same basis as previously indicated on this form (updating), complete Block B and the signature block.
- C. If an employee is rehired within three (3) years of the date this form was originally completed and the employee's work authorization has expired **or** if a current employee's work authorization is about to expire (reverification), complete Block B and:
 1. Examine any document that reflects that the employee is authorized to work in the U.S. (see List A **or** C);
 2. Record the document title, document number and expiration date (if any) in Block C, and
 3. Complete the signature block.

What Is the Filing Fee?

There is no associated filing fee for completing the Form I-9. This form is not filed with USCIS or any government agency. The Form I-9 must be retained by the employer and made available for inspection by U.S. Government officials as specified in the Privacy Act Notice below.

USCIS Forms and Information

To order USCIS forms, call our toll-free number at 1-800-870-3676. Individuals can also get USCIS forms and information on immigration laws, regulations and procedures by telephoning our National Customer Service Center at 1-800-375-5283 or visiting our internet website at www.uscis.gov.

Photocopying and Retaining the Form I-9

A blank Form I-9 may be reproduced, provided both sides are copied. The Instructions must be available to all employees completing this form. Employers must retain completed Forms I-9 for three (3) years after the date of hire or one (1) year after the date employment ends, whichever is later.

The Form I-9 may be signed and retained electronically, as authorized in Department of Homeland Security regulations at 8 CFR § 274a.2.

Privacy Act Notice

The authority for collecting this information is the Immigration Reform and Control Act of 1986, Pub. L. 99-603 (8 USC 1324a).

This information is for employers to verify the eligibility of individuals for employment to preclude the unlawful hiring, or recruiting or referring for a fee, of aliens who are not authorized to work in the United States.

This information will be used by employers as a record of their basis for determining eligibility of an employee to work in the United States. The form will be kept by the employer and made available for inspection by officials of U.S. Immigration and Customs Enforcement, Department of Labor and Office of Special Counsel for Immigration Related Unfair Employment Practices.

Submission of the information required in this form is voluntary. However, an individual may not begin employment unless this form is completed, since employers are subject to civil or criminal penalties if they do not comply with the Immigration Reform and Control Act of 1986.

Paperwork Reduction Act

We try to create forms and instructions that are accurate, can be easily understood and which impose the least possible burden on you to provide us with information. Often this is difficult because some immigration laws are very complex. Accordingly, the reporting burden for this collection of information is computed as follows: 1) learning about this form, and completing the form, 9 minutes; 2) assembling and filing (recordkeeping) the form, 3 minutes, for an average of 12 minutes per response. If you have comments regarding the accuracy of this burden estimate, or suggestions for making this form simpler, you can write to: U.S. Citizenship and Immigration Services, Regulatory Management Division, 111 Massachusetts Avenue, N.W., 3rd Floor, Suite 3008, Washington, DC 20529. OMB No. 1615-0047.

**EMPLOYERS MUST RETAIN COMPLETED FORM I-9
PLEASE DO NOT MAIL COMPLETED FORM I-9 TO ICE OR USCIS**

Form I-9 (Rev. 06/05/07) N Page 2

Department of Homeland Security
U.S. Citizenship and Immigration Services

Form I-9, Employment Eligibility Verification

Please read instructions carefully before completing this form. The instructions must be available during completion of this form.

ANTI-DISCRIMINATION NOTICE: It is illegal to discriminate against work eligible individuals. Employers CANNOT specify which document(s) they will accept from an employee. The refusal to hire an individual because the documents have a future expiration date may also constitute illegal discrimination.

Section 1. Employee Information and Verification. To be completed and signed by employee at the time employment begins.

Print Name: Last	First	Middle Initial	Maiden Name
Address (Street Name and Number)		Apt. #	Date of Birth (month/day/year)
City	State	Zip Code	Social Security #

I am aware that federal law provides for imprisonment and/or fines for false statements or use of false documents in connection with the completion of this form.

I attest, under penalty of perjury, that I am (check one of the following):

- A citizen or national of the United States
- A lawful permanent resident (Alien #) A _____
- An alien authorized to work until _____
(Alien # or Admission #) _____

Employee's Signature	Date (month/day/year)
----------------------	-----------------------

Preparer and/or Translator Certification. (To be completed and signed if Section 1 is prepared by a person other than the employee.) I attest, under penalty of perjury, that I have assisted in the completion of this form and that to the best of my knowledge the information is true and correct.

Preparer's/Translator's Signature	Print Name
Address (Street Name and Number, City, State, Zip Code)	
Date (month/day/year)	

Section 2. Employer Review and Verification. To be completed and signed by employer. Examine one document from List A OR examine one document from List B and one from List C, as listed on the reverse of this form, and record the title, number and expiration date, if any, of the document(s).

List A	OR	List B	AND	List C
Document title: _____	OR	_____	AND	_____
Issuing authority: _____		_____		_____
Document #: _____		_____		_____
Expiration Date (if any): _____		_____		_____
Document #: _____		_____		_____
Expiration Date (if any): _____		_____		_____

CERTIFICATION - I attest, under penalty of perjury, that I have examined the document(s) presented by the above-named employee, that the above-listed document(s) appear to be genuine and to relate to the employee named, that the employee began employment on (month/day/year) _____ and that to the best of my knowledge the employee is eligible to work in the United States. (State employment agencies may omit the date the employee began employment.)

Signature of Employer or Authorized Representative	Print Name	Title
Business or Organization Name and Address (Street Name and Number, City, State, Zip Code)		Date (month/day/year)

Section 3. Updating and Reverification. To be completed and signed by employer.

A. New Name (if applicable)	B. Date of Rehire (month/day/year) (if applicable)	
C. If employee's previous grant of work authorization has expired, provide the information below for the document that establishes current employment eligibility.		
Document Title: _____	Document #: _____	Expiration Date (if any): _____

I attest, under penalty of perjury, that to the best of my knowledge, this employee is eligible to work in the United States, and if the employee presented document(s), the document(s) I have examined appear to be genuine and to relate to the individual.

Signature of Employer or Authorized Representative	Date (month/day/year)
--	-----------------------

LISTS OF ACCEPTABLE DOCUMENTS

LIST A Documents that Establish Both Identity and Employment Eligibility	LIST B Documents that Establish Identity	LIST C Documents that Establish Employment Eligibility
	OR	AND
1. U.S. Passport (unexpired or expired)	1. Driver's license or ID card issued by a state or outlying possession of the United States provided it contains a photograph or information such as name, date of birth, gender, height, eye color and address	1. U.S. Social Security card issued by the Social Security Administration (<i>other than a card stating it is not valid for employment</i>)
2. Permanent Resident Card or Alien Registration Receipt Card (Form I-551)	2. ID card issued by federal, state or local government agencies or entities, provided it contains a photograph or information such as name, date of birth, gender, height, eye color and address	2. Certification of Birth Abroad issued by the Department of State (<i>Form FS-545 or Form DS-1350</i>)
3. An unexpired foreign passport with a temporary I-551 stamp	3. School ID card with a photograph	3. Original or certified copy of a birth certificate issued by a state, county, municipal authority or outlying possession of the United States bearing an official seal
4. An unexpired Employment Authorization Document that contains a photograph (Form I-766, I-688, I-688A, I-688B)	4. Voter's registration card	4. Native American tribal document
	5. U.S. Military card or draft record	5. U.S. Citizen ID Card (<i>Form I-197</i>)
5. An unexpired foreign passport with an unexpired Arrival-Departure Record, Form I-94, bearing the same name as the passport and containing an endorsement of the alien's nonimmigrant status, if that status authorizes the alien to work for the employer	6. Military dependent's ID card	6. ID Card for use of Resident Citizen in the United States (<i>Form I-179</i>)
	7. U.S. Coast Guard Merchant Mariner Card	
	8. Native American tribal document	7. Unexpired employment authorization document issued by DHS (<i>other than those listed under List A</i>)
9. Driver's license issued by a Canadian government authority		
	For persons under age 18 who are unable to present a document listed above:	
	10. School record or report card	
	11. Clinic, doctor or hospital record	
	12. Day-care or nursery school record	

Illustrations of many of these documents appear in Part 8 of the Handbook for Employers (M-274)



But the end, in this case, is only the beginning of a successful and fulfilling career in child care and early childhood education. The end of orientation is the beginning of a lifelong learning process for the child care staff member in which knowledge and experience expands and deepens with movement from novice to master.

As director, you have the responsibility to continue planning for your no-longer-quite-so-new worker's professional growth. Staff also have professional responsibilities to further their own education.

The commitment and the understanding which characterize professionalism are demanding taskmasters in the garden of kinder. There is no higher profession.



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